DOCUMENT RESUME

ED 411 032 . JC 970 506

AUTHOR	Bishop, Charles C.
TITLE	A History of the JCCC Teacher Exchange Mentor Program, 1991-1997.
INSTITUTION	Johnson County Community Coll., Overland Park, KS.
PUB DATE	1997-08-00
NOTE	25p.
PUB TYPE	Reports - Descriptive (141) -- Tests/Questionnaires (160)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Beginning Teacher Induction; Community Colleges; *Faculty Development; Higher Education; Inservice Teacher Education; *Intercollegiate Cooperation; *Mentors; Program Effectiveness; *Teacher Exchange Programs; Teacher Interns; Teacher Supervision; *Teaching Experience; Two Year Colleges; Universities
IDENTIFIERS	Johnson County Community College KS; University of Kansas

ABSTRACT

In spring 1991, a teacher exchange/mentor program was developed between Kansas' Johnson County Community College (JCCC) and the University of Kansas to attract young educators to community college teaching careers, give educators firsthand experience teaching at a community college while being mentored by a seasoned JCCC faculty member, and refresh senior JCCC faculty with the opportunity to teach at the university in upper level honors courses or courses in their areas of specialization. The first exchange involved a graduate student from the university's History Department and a JCCC history professor. By fall 1997, 14 graduate students from the University of Kansas and the University of Missouri and 8 JCCC faculty members had participated in the mentoring program. Formal discussions and interviews held with both mentors and mentees have indicated a high level of satisfaction with the program and a desire to continue it on the part of the respective administrations. While the JCCC program is unique to the Midwest, teacher exchange and mentor programs have been implemented successfully in other areas, including the City University of New York and Ohio's Cuyahoga Community College. Appendixes provide a list of JCCC program participants, mentor and mentee questionnaires, results from 1991 evaluation of the faculty exchange program, a description of changes made in the program, and an announcement and description of the program. (TGI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 411 032

A HISTORY OF THE JCCC TEACHER EXCHANGE MENTOR PROGRAM, 1991-1997

by

Charles Bishop, Ph.D., Faculty Director
Center for Teaching and Learning
Johnson County Community College
Overland Park, KS 66210
(August 1997)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
C. C. Bishop
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

BEST COPY AVAILABLE

TC 970 506

HISTORY OF THE JCCC TEACHER EXCHANGE/MENTOR PROGRAM, 1991-1997

Beginnings

The JCCC Teacher Exchange/Mentor Program was the outgrowth of an extended conversation that instructor Dr. Charles Bishop and program director Doreen Maronde had in the spring of 1990. Previously Bishop had been involved in an informal mentoring program in 1974 with his colleague, Dr. Kathleen Xidis, University of Kansas graduate student Patricia Michaelis and her advisor, Dr. Ray Hiner, who held a joint appointment in the KU department of history and the school of education. That arrangement had ended with Michaelis' departure from JCCC. Fresh from a FIPSE (Fund for the Improvement of Post-Secondary Education) evaluation meeting at Baker University where the looming retirement of many faculty was a theme, both Bishop and Maronde felt that it was time to resurrect a training program for prospective community college faculty.

Landon Kirchner, Assistant Dean of the Arts, Humanities and Social Science Division, enthusiastically embraced the idea and took steps to formalize procedures with the History Department of the University of Kansas. The first exchange took place during the spring semester of 1991 and involved professor Bishop as the mentor and Ms Sherry Schirmer as the KU graduate student. She taught two sections of History 141--"U.S. History Since 1877." To teach at the university, Bishop had to be approved by the departmental faculty who taught U.S. history courses at KU. A Ph.D. in the field of instruction continues to be the major requirement of both KU and UMKC for JCCC participants.

The goals of the exchange were straight forward:

1. To attract young educators to a community college teaching career;

2. To give them firsthand experience teaching at a community college while being

mentored by a seasoned JCCC faculty member;

3. And to refresh JCCC's senior faculty with the opportunity to teach at the university in upper level or honors courses or courses in their area of specialization and interest.

As dean of a division where nearly two-thirds of the full-time faculty had an average of twenty years of teaching experience, Kirchner explained to a reporter at the time that the College had "to do something pro-active to replace our faculty." In addition, Kirchner warned that "we can burn out our faculty teaching the same thing over and over." He envisioned the exchange renewing the enthusiasm of those faculty who had been teaching the same courses for decades. Humanities Program Director Maronde expressed her endorsement of the program by suggesting that "teaching new courses in one's discipline is one of the more refreshing experiences an instructor can have."

Professor Bishop's reaction to the experience proved these forecasts correct. He found it "exhilarating" to be able to go into the depth necessary to teach "U.S. History Since 1941," a 600 level course (primarily for upper classmen, history majors and some graduate students) that was very challenging to teach. Instead of one or two textbooks, he had the students read six monographs and write a research paper along with their midterm and final examinations. Not only did he have to do vast amounts of new reading, but he also had to work with the different requirements for undergraduate and graduate students. Granted visiting professor status by the history department, Bishop also had access to the university's library and was invited to numerous faculty lectures and colloquia on the Lawrence campus. The only downside for him was the two-hour commute twice a week from Overland Park to Lawrence.

For her part, Schirmer saw the opportunity to teach at JCCC as a way to expand her repertoire

of teaching skills. Faculty at KU and UMKC where she had taught acknowledged the importance of teaching but did very little to improve the teaching skills of their graduate students. And while Schirmer admitted that the perception among some graduate students was that community college teaching was an inferior option to teaching in a four-year school, she found a "faculty 'culture' that valued change and appreciated experimentation--the failures along with the successes" and people who talked seriously about their teaching. "As my mentor put it, 'None of us at the College consider ourselves finished teachers, we're all in the process of becoming.'"

Bishop described the mentor relationship as "two peers looking at the process of teaching." Both he and Schirmer identified things she wanted to work on; he observed her pursuing those ends in several of her classes; and she came to several of his. "It's more like diagnosing, not grading," Schirmer explained, as she experimented with everything from icebreakers to involving more students in discussion. Syllabus and test analysis, commentary on grading philosophy and the marking of essay exams, video taping classroom presentations, and access to College staff development courses in computer assisted instruction and more recently the instructional uses of the Internet have all been part of the JCCC mentoring process.

After Six Years

By the fall semester of 1997, fourteen graduate students from the University of Kansas and the University of Missouri in Kansas City and eight JCCC faculty members had participated in the mentoring program. Professors Charles Bishop, Vincent Clark and William Stockton had served as mentors three times. (See attachment for a list of participants.) Formal discussions and interviews with both mentors and mentees have suggested a high level of satisfaction with

the mentor/exchange program and a desire to continue it on the part of the respective administrations.

Mentors have emphasized the opportunity of "catching up" with scholarship in their discipline and working with more advanced students as two of the most rewarding aspects of the exchange. Some have mentioned the challenge of preparing new courses and being in a "university atmosphere" where so much was going on in the discipline. All have endorsed the exchange as an effective staff development activity and have characterized the program as an excellent vehicle to train prospective community college teachers. Mentors also emphasized how much they had learned about teaching from observing their mentees in action and the benefits of discussing content with graduate students who were familiar with the latest bibliography and theoretical issues in the field. JCCC faculty felt they assisted their mentees the most through conversations about teaching, discussions about specific problems and feedback they provided following classroom observations. Mentees have seconded the faculty list and underlined the video experience, conversations with Program Director Doreen Maronde following her observation of their classes, visiting other faculty's classes, technical resources available through computer classes in staff development and audio-visual support. After completing the program, mentees were more interested in teaching in a community college than before, and one of them, Tom Percy, obtained a full-time teaching job at Hutchinson Community College. Five of them continue as adjuncts on the JCCC staff. Sherry Schirmer is a full-time faculty member at Avila College; Paul Sutter is a post-doctoral fellow at the University of Virginia; and the rest continue in their graduate studies or are employed where they do some teaching part-time.

Other Mentoring Programs

While the JCCC Teacher Exchange Program is unique to the Midwest, the City University of New York and the University of Pennsylvania branch colleges have had programs where community college faculty on their branch campuses teach graduate or upper division courses at the university. The City University of New York through its Mellon Fellowships has a mentor program as well. The Community College Project of the City University of New York was established in 1980 and by 1992 had awarded 223 fellowships to faculty from twenty-three different colleges in metropolitan New York. In this program, the CUNY Graduate Center offers a seminar on a specific topic each semester that fourteen community college faculty can attend. Their teaching load is reduced by half with doctoral students from CUNY assigned to teach their dropped classes. The CUNY doctoral students are then mentored throughout the semester by the released community college faculty.

Many colleges have informal mentoring programs in-house where "lead instructors" are identified by division heads to orient new faculty and adjuncts to their colleges and to the teaching environment at the institution. Some colleges, such as Johnson County Community College and Cuyahoga Community College in Ohio, employ a more formalized approach. JCCC (in a program totally separate from the exchange with KU and UMKC) has identified a half dozen mentors who are available to assist faculty who are having problems of one form or another in the classroom. The mentors get released time to work for a semester or longer with faculty who are having difficulties. With the financial aid of a FIPSE grant in 1987, Cuyahoga developed the Educator's Peer Instructional Consulting (EPIC) Program for new faculty and part-time adjuncts. Full-time faculty received released time under the grant "to help the new

faculty members better understand the College's goals, objectives, programs and procedures." And the new faculty members were "expected to help their more experienced teaching colleagues keep current with developments in their professions outside of academia and share their areas of expertise with their mentors."

Conclusion

After the completion of the first exchange in 1991, JCCC did a thorough evaluation of the program with JCCC President Charles Carlsen attending the main review session. Carlsen and the faculty and administration of the AHSS division were enthusiastic about the exchange and its continuation. The Department of History at the University of Kansas has maintained its commitment to the exchange and continues to recruit graduate students to apply. Since 1992, the AHSS division has also exchanged faculty with graduate students from UMKC in music, history and psychology. The exchange has enabled both universities to offer courses that would have been cancelled due to faculty leaves or that have not been offered for several years because of faculty retirements. Faculty from JCCC's business and communication divisions have also taught at area universities but without the mentoring component. As vehicles for marshaling teaching resources among institutions of higher education in the Kansas City area, such exchanges are still in the initial stages of development, but they have something to offer all participants.

Author: Charles Bishop, Ph.D.

Sources:

Articles in "Postscript," a Johnson County Community College publication, and the Kansas City Star supplied some of the information for this brief history along with notes supplied the author by Sherry Schirmer and interviews with participants conducted during the spring and summer of 1997. For other exchange programs, see Louis W. Chicatelli, "The Mellon Fellowships of the Community Colleges Project at the City University of New York," Community College Humanities Review, Vol. 10 (1989), 44-47; Brian Gallagher, "Surviving as a Scholar at a Two-Year College: A Report from the Field," Ibid., 36-43; Gaye Luna and Deborah Cullen, Empowering the Faculty: Mentoring Redirected and Renewed, (ASHE-ERIC Higher Education Report No. 3; Washington, D.C, 1996); and Edith Morris Croake, "Toward a Mentoring Program for New Two-Year College Faculty," Teaching of English in Two-Year Colleges (December, 1996), 304-311; Office of Faculty Development, "Faculty Mentoring Program," (Cuyahoga Community College; 1996).

FACULTY EXCHANGES

The University of Kansas

KU PARTICIPANT	JCCC PARTICIPANT	JCCC COURSE	SEMESTER
Sherry Schirmer	Chuck Bishop	U.S. History	Spring 91
Steve Golan	Bill Lozano	Art History	Fall 92
Isaias McCaffery	Chuck Bishop	U.S. History	Spring 93
Tom Percy	Bill Stockton	U.S. History	Spring 94
Chris O'Brien	Bill Stockton	U.S. History	Fall 94
Paul Sutter	Bill Stockton	U.S. History	Spring 95
Jay Antle	Chuck Bishop	U.S. History	Spring 97

The University of Missouri Kansas City

UMKC PARTICIPANT	JCCC PARTICIPANT	JCCC COURSE	SEMESTER
Laura New	Gene Butler	Music Theory	Fall 92
Linda Taloney	Ruth Slesser	Psychology	Spring 94
Christine Luhn	Vin Clark	U.S. History	Fall 94
Colleen Ligabel	Vin Clark	Western Civilization	Fall 95
Ethan Rafuse	Michael Hembree	U.S. History	Fall 96
Cathy Lawrenz	Ruth Slesser	Psychology	Fall 96
Karen Cockerell	Michael Hembree	U.S. History	Fall 97

QUESTIONS TO BE ASKED OF MENTORS

1. HOW DID TEACHING AT THE UNIVERSITY AFFECT YOU PERSONALLY AND PROFESSIONALLY?

2. IS THE PROGRAM AN EFFECTIVE STAFF DEVELOPMENT MECHANISM? EXPLAIN

3. IN YOUR RELATIONSHIP WITH THE GRADUATE STUDENT, HOW DO YOU THINK YOU ASSISTED THEM MOST? THEIR CONTRIBUTION TO YOU?

4. DO YOU THINK THE PROGRAM IS AN EFFECTIVE MEANS TO TRAIN PROSPECTIVE COMMUNITY COLLEGE TEACHERS? FOUR-YEAR TEACHERS?

5. WHAT COULD BE DONE TO IMPROVE THE PROGRAM? (WAS THERE ANY DOWNSIDE TO IT?)

QUESTIONS TO BE ASKED OF MENTEES IN JCCC/KU EXCHANGE

1. WAS THE EXCHANGE A SUCCESSFUL EXPERIENCE? HOW? HOW NOT?

2. WHAT SPECIFIC PARTS OF THE PROGRAM WERE MOST HELPFUL WITH YOUR TEACHING? LEAST HELPFUL?

3. WAS THE RELATIONSHIP WITH THE MENTOR HELPFUL? HOW? HOW NOT?

4. AFTER COMPLETING THE PROGRAM, WERE YOU MORE INTERESTED IN TEACHING IN A COMMUNITY COLLEGE? LESS INTERESTED? WHY?

5. ANY SUGGESTIONS FOR IMPROVING THE PROGRAM?

6. WHAT ARE YOU DOING NOW?

KU/JCCC FACULTY EXCHANGE EVALUATION
May, 1991

Background

On Monday, May 20 an evaluation session was held with the two parties involved in the faculty exchange pilot project conducted during the spring 1991 semester. Also participating were Landon Kirchner, Doreen Maronde, Charles Carlsen, and Dan Radakovich. Additionally, several informal assessments were made through conversations with the participants, Chuck Bishop and Sherry Schirmer, during the semester, and Ms. Schirmer sent a letter of appreciation to Mr. Kirchner acknowledging the benefits she has received from the exchange. Also both Bishop and Schirmer were intereviewed by Jane Cigard of the Publications Office for an article that appeared in the March 1991 issue of Transcript. And finally, Dr. Bishop shared his KU student evaluations with Mr. Kirchner and Ms. Maronde. Student evaluations of Ms. Schirmer's courses at JCCC are currently being processed for analysis.

General Conclusions

Based on this evidence, the pilot project appeared to meet its two important objectives. Our faculty participant, Chuck Bishop, clearly found the instruction of upper division students and graduate students to be both stimulating and challenging. Accustomed to teaching lower division surveys, he was challenged by the depth of background of many of his students and by the amount of preparation required for the class he taught at KU, which requires six texts. As a consequence, his grounding in U.S. history was strengthened.

Secondly, there are several evidences that Sherry Schirmer's perception of community college teaching changed as a result of the experience. Contrary to her original opinion, she found a vigorous intellectual community in place as well as thorough institutional commitment to teaching. In an article that appeared in the March 14 issue of The Kansas City Star she was quoted as saying, "I would be far more likely to seek a community college position now that I've been through the program. Before if asked, 'Would you consider a community college position?' I would have said no." In her letter to Mr. Kirchner she stated, "I came from KU to participate in your teacher effectiveness training in the hopes of opening my classroom to more student participation. I am taking away a wider variety of skills, greater confidence in my abilities, and a genuine appreciation of what a teaching faculty means."

Administrative Concerns

The pilot program revealed some difficulties that were not anticipated in our initial planning that should be addressed, if we intend to proceed with further exchanges. First, there is an inequity in the assignments of the exchanged faculty that shorts the university a section. By asking the graduate student to teach two sections at JCCC, the university department loses two lower division sections in exchange for one upper division course. While the department should be saving the cost of one section in the TA's salary that could be converted to hire an adjunct, in some departments this is not a standard practice, and the loss of two sections of heavily enrolled survey courses may be a discouragement to participation in an exchange. Attempts to arrange an exchange in philosophy for 1991-92 foundered on

precisely this issue. We may find that only the larger departments that have more budgetary or staffing flexibility will be interested in the program. Perhaps we could arrange a one-section for one-section exchange where staff shortages exist, since we basically bear the cost of one section of released time for our instructor anyway, and we could more readily find a replacement.

Secondly, the program is somewhat more expensive than we originally projected. Understandably TA's who are paid roughly $8,000 a year for four sections of teaching are not willing to accept our adjunct pay rate of $1,275 for a masters degree and no previous JCCC experience. Consequently, we ended up paying $2,000 for the second section taught by Sherry Schirmer. We also had to support the travel costs for Chuck Bishop to commute to Lawrence and back twice a week for the semester, which at 25 cents a mile added up to over $500 in local travel expenses. There was also a $40 parking permit that we had not anticipated. These costs would be more appropriately supported by Staff Development's budget, but it still leaves the problem of how to recompense a graduate student commuting from Lawrence for their travel. Parity might suggest that this would be KU's responsibility, but practicality suggests otherwise, given the budget plight of the university. This needs to be addressed in any future arrangements.

These concerns might be avoided altogether if the "exchange" involved graduate students who were still pursuing their studies or dissertations, but had exhausted their TA eligibility. One might expect them to be open to teaching two sections at JCCC for our adjunct rate of pay, and to bear the expense of travel themselves. It also would avoid the lost staff issue for the university, and while future negotiations might well emphasize participation by this group, it is doubtful that a continuing program could be sustained in this manner, although it would be wise to ascertain how useful such an arrangement might be to the university. While they would get one course taught at a very inexpensive rate; i.e., our adjunct scale, they might not have budgets for even this amount.

Participant Concerns

Dr. Bishop found the amount of preparation for his KU course to be a problem, even with the two course reduction in load at JCCC. His workload was somewhat complicated by the assignment of the TV section of U.S. History, which was assigned to lighten his classroom load, but turned out to be more of a burden than a regular class due to the 50 enrollees and his unfamiliarity with the TV materials. He suggests more release time be given.

He also had some initial concern with how the maximum class size was established at KU, and suggested that this be clarified early on with future exchange instructors. Apparently instructors have more control of their class sizes at KU than they do at JCCC, so our faculty would be unfamiliar with their responsibilities and rights in this matter.

Finally, Dr. Bishop regretted that he did not have sufficient time to participate in the departmental activities at KU such as their monthly colloquium.

Ms. Schirmer noted that there were so many opportunities and resources available at JCCC that she was not aware of when she began her assignment. She recommended that things like video taping for micro teaching analysis, workshops and one-to-one assistance with computer skills and materials, programs on teaching skills, and a variety of staff development programs be brought to the attention of the graduate student participants, perhaps even cited in an explanation of the benefits of participation in the recruiting stage.

She further recommended that an agenda for strengthening of the TA's teaching techniques be worked out early on in the mentoring process, so that this would be a clear focus of the mentor and the TA. Participants should also be encouraged to visit more classes in order to observe different techniques and styles of instruction.

She also recommends establishing more connection with the other faculty for the TA particularly with other new adjuncts who are similarly interested in improving their teaching skills. The exchange person should be involved in all departmental staff meetings, orientations, and inservice activities as well.

Finally, Ms. Schirmer suggests that the purposes of the exchange be clarified with the participants before they undertake the assignment. She felt somewhat uncomfortable when she discovered that this project was designed to recruit new scholars to community college careers, since she has her sights set on a research university position, and she felt that her participation might be viewed as inappropriate.

Recommendations

Based on this evaluation of the pilot project, the following changes are suggested.

1. We should provide more flexibility in the exchange arrangements. While having our instructor teach an upper division class has distinct advantages, there would also be some value in teaching even a lower division course at the university. The exchange might better be presented as a one-section for one-section, making our preference known, but permitting the department the flexibility to negotiate the section to be taught at the university. We could present the second section we release our instructor from as a optional assignment for the graduate exchange student. Such flexibility might encourage more participation by departments with staffing or budget restrictions.

2. The costs of the program should be budgeted in Staff Development and should be calculated at $2,000 per semester per exchange and from $500 to $750 for local travel for our instructor's commuting costs. However, use of a college vehicle when available should be encouraged to reduce out of budget expenses.

3. A description of the program should be developed collaboratively with KU administration and distributed to all JCCC program directors and

appropriate KU department chairs. A statement of goals and benefits should be written for distribution to potential graduate student participants.

Both the flexibility of arrangements and our willingness to include graduate students who have exhausted their TA eligibility should be emphasized in the description of the program.

4. Mentors should receive a statement of expectations regarding their roles, including suggestions for making the mentorship as effective as possible.

5. A set of recommendations should be distributed to every program director at JCCC who has a faculty member participating in an exchange suggesting ways to enhance the exchange person's experience at JCCC.

6. Enrollment maximums should be established as soon as the exchange participant's schedules have been determined.

Respectfully submitted
May 31, 1991
Landon Kirchner
Assistant Dean
Arts, Humanities and Social Sciences

MEMORANDUM

JCCC

Johnson County Community College
12345 College at Quivira
Overland Park, Kansas 66210-1299
(913) 469-8500

DATE: October 30, 1991

TO: Arts, Humanities and Social Sciences Faculty

FROM: Landon Kirchner LK

SUBJECT: UNIVERSITY EXCHANGE PROGRAM

Through consultation with the University of Kansas, we have made some changes in the exchange program that might make it more attractive to them and to our faculty. Originally we had agreed to give 2 sections of release to one of our faculty so that she/he could teach an upper division course at KU and mentor a graduate student who replaced them on the sections vacated here. For a variety of reasons, this proved to be problematic for the departments, and, consequently, we have made the following modifications to provide more flexibility.

- The JCCC instructor might teach either a lower division or upper division course at KU depending upon their preference and what works best for the department involved. Our instructor would declare their preference in the course assignment as a part of the application process or negotiate it with the department chair.

- The graduate student might teach only one section rather than 2 here at JCCC and the exchange would, therefore, be a straight one-for-one, or, if preferable, a two-for-two, so that the department would not lose any lower division sections through the exchange. If a two-for-two, then a third section would be released for our instructor to perform the mentoring functions.

- Graduate students who had exhausted their teaching assistantship eligibility would be eligible for the exchange, provided that a course assignment could be identified for the JCCC mentor.

- Two departments might collaborate on an exchange; i.e., a course might be taught in one department (say American Studies) while a graduate student came from a different department (say History). Obviously, the disciplines should be similar enough that our instructor would be able to mentor the exchange person effectively.

From a faculty participant's perspective, the exchange offers the opportunity to teach one or 2 sections at KU in either a familiar lower division course or an upper division one in their speciality that they

couldn't teach here, and to have another section released in order to share their knowledge of effective teaching techniques with a less experienced scholar in the early part of their career.

We see this as refreshing for our staff and a vehicle for preparing and attracting young scholars to community college teaching careers.

If you think this program would be something that you would like to participate in, please discuss your interest with me. We are hopeful that we can get something together for the 1992-93 academic year.

LK:skk

New Opportunity for Graduate Students

Announcing a new opportunity to strengthen your credentials, teaching skills, and career prospects.

The University and Johnson County Community College have created a flexible exchange program that provides graduate students an opportunity to teach at the community college under the mentorship of an experienced, senior faculty member.

Graduate students participating in the exchange will:

- Teach one or two sections at JCCC for a semester or a year.
- Receive consultation, review, and assistance pertaining to their classroom performance from an assigned JCCC mentor during the full period of the exchange.
- Have access to workshops, staff development programs, and departmental services focusing on effective teaching.

The intent is not only to strengthen the instructional ability of those planning careers in higher education, but to make them more competitive as applicants for future employment at a variety of institutions, including community colleges.

The program should interest those who have exhausted their teaching assistant eligibility, those at the dissertation stage, or those who simply wish to strengthen their resumes through additional teaching experience. Those with previous community college experiences are not expected to apply.

For additional information, you are encouraged to contact your department chair.

To be eligible, graduate student applicants must:

- Meet the qualifications for hiring by the JCCC department (normally the possession a of a masters degree in academic disciplines.)
- Be recommended by their department chair at the University.
- Be able to commute to the JCCC campus in Overland Park, Kansas.
- Be available for assignment to one or two sections (depending upon the exact exchange arrangements.)

For further information, contact your department chair.

BEST COPY AVAILABLE

Announcement

Deans, Department Chairs, and Graduate Student Advisors:

Announcing a new opportunity to strengthen the credentials, teaching skills, and career prospects for your graduate students.

The University of Kansas and Johnson County Community College have created a flexible exchange program that provides an opportunity for graduate students to teach at the community college under the mentorship of an experienced, senior faculty member through JCCC's program to strengthen teaching effectiveness.

Graduate students participating in the exchange will:

- Teach one or two sections at JCCC for a semester or a year.
- Receive consultation, review, and assistance pertaining to their classroom performance from an assigned JCCC mentor during the full period of the exchange.
- Have access to workshops, staff development programs, and departmental services focusing on effective teaching.

The intent is not only to strengthen the instruction ability of those planning careers in higher education, but to make them more competitive as applicants for future employment at a variety of institutions, including community colleges.

This program may be of interest to graduate students who have exhausted their teaching assistant eligibility, those at the dissertation stage, or those who simply wish to strengthen their resumes through additional teaching experience. Those already having community college teaching experience are not expected to apply.

In exchange, the JCCC faculty member will be available to teach one section at the University, which may be an upper division or a lower division course. The JCCC faculty member will also act as a mentor for the graduate student-teacher.

Candidates for exchanges must be approved by the hosting departments and are expected to meet the usual requirements for hiring, e.g. a doctorate in the discipline for the university and a masters degree for JCCC.

Advantages to the department:

- Additional training and experience for graduate students.
- Potential placements for students who have exhausted their teaching assistant eligibility.
- Availability of a qualified instructor for an upper division assignment. (The assignment may instead be a lower division course, if that is more workable.)

The exchange program has a good deal of flexibility and is intended to operate on a *no cost* basis to the University. On course-for-course exchanges involving a single section assignment on each end,services are exchanged with no reimbursement. For exchanges where the graduate assistant teaches two sections and the JCCC instructor one, JCCC reimburses the student or the University for the teaching of the second section. If non-employed graduate students are involved, JCCC would expect reimbursement from the University for the JCCC faculty member's assignment at the adjunct faculty rate applicable at JCCC ($425 to $475 per credit hour).The university will assist cooperating departments to negotiate arrangements to host a JCCC instructor in one department while exchanging a graduate student from another.

For additional information, you are encouraged to contact Dr. James Muyskens, KU Dean of Liberal Arts and Sciences, or Dr. Daniel Bays, History Department Chair.

Announcement

BEST COPY AVAILABLE

One for one

Teaching exchange program gives seasoned instructors new enthusiasm and beginning instructors valuable experience.

Every Tuesday and Thursday this semester, JCCC history instructor Chuck Bishop drives the 35 miles to Lawrence to teach history to about 50 juniors, seniors and graduate students at the University of Kansas. In return, Sherry Schirmer, KU graduate student and assistant instructor, comes to JCCC, where she is teaching two sections of History 141 – *U.S. History Since 1877*.

As the first instructors to participate in a pilot exchange program, Bishop and Schirmer are exploring the benefits of cooperative teaching between the community college and the university.

Landon Kirchner, assistant dean, Arts, Humanities and Social Sciences, instigated the exchange program as a way of attracting young educators to the community college and as a means of refreshing the college's experienced staff.

"We've got to do something pro-active to replace our faculty," Kirchner says. "In the Arts, Humanities and Social Sciences, 40 of our full-time faculty have an average teaching experience of more than 20 years. A large percentage will be completing their careers in the not-too-distant future."

Through this program, graduate students will get firsthand experience teaching at JCCC, which will strengthen their resumes and make them more competitive applicants for community college teaching positions. Kirchner hopes it will also stimulate their desire for community college careers.

Schirmer welcomed the chance to teach at JCCC as a way to expand her repertoire of teaching skills. Although teaching excellence is encouraged at KU, not much time is actively spent working on improving teaching skills. Through the Teacher Effectiveness Training and mentor relationship with Bishop, she says she is learning new techniques and gaining confidence in her teaching skills. Schirmer admits that there may be a perception among graduate students that it's a step down to teach in a community college. However, she's noticed that there is a "very rich life of the mind among the faculty here." The smaller, more informal staff is more conducive to an active exchange of ideas on historical issues.

KU graduate student Sherry Schirmer is gaining valuable teaching experience at JCCC.

"I'm learning not only from the mentor relationship with Chuck, but from everybody on the staff. At the end of the semester, I hope I will be a better teacher."

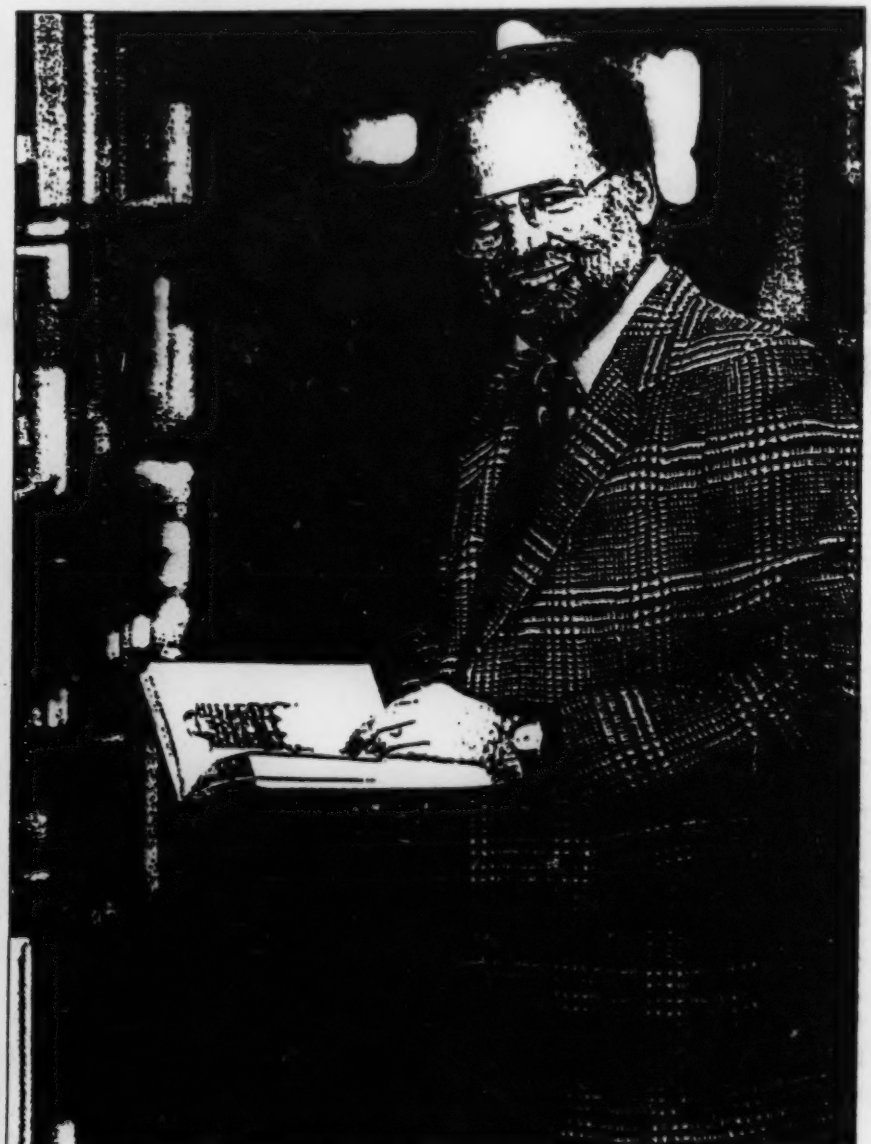
In addition to attracting young scholars to the community college, a second goal of the program is to renew the enthusiasm of the most experienced faculty. "We can burn out our faculty teaching the same thing over and over," Kirchner says.

BEST COPY AVAILABLE

"Many of our faculty teach beginning level courses and have no opportunity to teach more advanced courses in their disciplines. Teaching new courses in one's discipline is one of the more refreshing experiences an instructor can have," says Doreen Maronde, program director, Humanities.

Teaching a new course can be refreshing, but not without investing some time and effort. "I had to do incredible amounts of reading," says Chuck Bishop about preparing for the course in *U.S. History Since 1941* that he is teaching at KU. The six different textbooks used in class and different requirements for undergraduate and graduate students demand more of him as an instructor.

Because the curriculum at KU is much less structured than courses at the college, Bishop says he is enjoying the freedom to do what he wants in the classroom.



History/sociology instructor Chuck Bishop enjoys the challenge of teaching upperclass students at KU.

"The exchange is forcing me to reconceptualize my approach to teaching regarding how much detail I go into and how selective I am. In a survey course, I try to give a broad overview; at KU, I can go into more detail in specific areas."

Besides teaching, Bishop also serves as a mentor for Schirmer in a relationship that he describes as "two peers looking at the process of teaching." He observes some of her classes and makes suggestions, and in return she sits in on some of his classes to observe his teaching style.

"It's more like diagnosing, not grading," Schirmer says, "and sometimes the diagnosis is good." Some of the specifics they've discussed include things as simple as the transparencies used in class to icebreakers and involving students in discussion.

"We're convinced that some of the finest teachers are at the community college, and our faculty are well-equipped to train incoming teachers," Maronde says. To provide the time required to teach at the university and mentor a graduate student, Bishop was released from two sections of his normal course load.

At the end of the semester, Kirchner says they will evaluate the success of the pilot program based on feedback from Bishop and Schirmer and the people at KU. After some of the details such as cost-effectiveness and scheduling are worked out, Kirchner hopes the program will be expanded next year to involve more instructors and graduate students from various disciplines.

"It's not unreasonable that five or six of our faculty could participate in a program like this every year," Kirchner says. Exchanges will normally be for both the fall and spring semesters to get the maximum benefit from the mentor relationship and to facilitate teaching schedules.

The demographics clearly indicate the need to replace faculty members in the next five to 10 years. The exchange program is a positive step toward attracting young educators to the community college, while also providing an excellent staff development opportunity for JCCC faculty.

— Jane Cigard

BEST COPY AVAILABLE

EXCHANGE FACULTY MENTORSHIP

Graduate students participating in the JCCC exchange and their JCCC mentors will be expected to make the following arrangements during the semester exchange:

1. The JCCC faculty member will visit the exchange faculty member's class at least two times. The Program Director will visit at least once.

2. The exchange faculty member will visit the JCCC faculty member's class or (by arrangement) another JCCC faculty member's class at least once. Additional visits are strongly recommended.

3. The JCCC faculty member will discuss and review the course syllabus prepared by the exchange faculty member.

4. The JCCC faculty member will review and discuss the preparation and evaluation of at least one test given by the exchange faculty member.

5. The JCCC faculty member will arrange to have one class session conducted by the exchange faculty member videotaped for discussion.

In addition the exchange member is encouraged to attend department meetings and in-service sessions whenever possible, and to interact with other department faculty over classroom issues as often as feasible.

KU/JCCC Faculty Exchange Program

Background

Such an exchange was first implemented in 1991 between the KU and JCCC history departments. The initial faculty exchange proved to be generally successful for the participants of both institutions. However, there were also some problems and subsequent recommendations. The guidelines that follow reflect both those parts of the exchange that were successful as well as modifications designed to improve it.

Revised Guidelines

1. The exchange would be one for one, that is the KU instructor would teach one class at JCCC and the JCCC instructor would teach one class at KU. The classes would be mutually agreed upon in advance. Ideally the JCCC instructor would teach an upper division class or even a graduate class, assuming appropriate academic credentials.

2. The KU instructor would have the option of teaching a second section at a convenient time and get paid by JCCC at its regular adjunct rate (see attached sheet).

3. The two exchange faculty will be expected to make the following arrangements during the semester exchange:

    a. The JCCC faculty member will visit the KU exchange faculty member's class at least two times. The Program Director will visit at least once.

    b. The exchange faculty member will visit the JCCC faculty member's class or (by arrangement) another JCCC faculty member's class at least once. Additional visits are strongly recommended.

    c. The JCCC faculty member will discuss and review the course syllabus prepared by the exchange faculty member.

    d. The JCCC faculty member will review and discuss the preparation and evaluation of at least one assignment given by the exchange faculty member.

    e. The JCCC faculty member will arrange to have one class session conducted by the exchange faculty member videotaped for discussion.

    f. Both participants will be encouraged to attend department meetings and in-service activities whenever

BEST COPY AVAILABLE

possible, and to interact with other department faculty over classroom issues as often as can be arranged.

g. The same arrangements just outlined may also be made at KU.

4. Each institution would bear the cost of the exchange. For example, the class taught by the KU person would be compensated by KU at the regular rate and considered part of that instructor's load. JCCC would consider the KU class taught by the JCCC instructor as part of that instructor's regular load.

5, JCCC would also give its instructor three hours of released time for the mentoring.

6. Any benefits for the exchange instructors would continue to be taken care of by the home institutions.

7. Any other incidental costs would be paid for by the participating departments.

Advantages

1. Both participants would be revitalized by the change of pace and location afforded by the two institutions. Ideally they would experience a sense of professional renewal.

2. The KU instructor would gain community college experience. The JCCC instructor would gain insights into teaching at a major university. Both would gain a greater understanding of the policies and politics of the two institutions.

3. The two institutions would benefit by fostering a closer relationship which could enhance future cooperative ventures, including additional faculty exchanges.

10/2/95

BEST COPY AVAILABLE